

4 month reporting date 5/22/07
8 month reporting date 9/22/07
12 month completion date 1/22/08

Platte School District Improvement Plan/Progress Report Form

Principle : 3 – Appropriate Evaluation			
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:25:04. Evaluation procedures.</u> School districts shall ensure, at a minimum, that evaluation procedures include the following: (7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Through a review of student records, a student identified of the 2005 child count as a student with traumatic brain injury (TBI) was reevaluated to determine continued eligibility. When reevaluated in February of 2006, the student was evaluated and determined eligible as a student with a specific learning disability (SLD). The areas of eligibility were reading, oral expression and math. The student is receiving Occupational Therapy (OT) as a related service. There is no connection between the student's areas of disability and the need for OT services. The district needs to review evaluation data and determine if the student has been evaluated in all areas of suspected disability/category of disability and if the OT services are necessary for the student to benefit from their special education program.			
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <u>The district ensures proper identification of students with disabilities through the evaluation process.</u>			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <u>Students referred to special education will be evaluated in all areas of suspected disability.</u>			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed

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<p>1. What will the district do to improve? The district will review this students evaluation results and if necessary, revise the MDT/Eligibility information to include all areas of suspected disability and amend the IEP.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP a written summary of the action taken and a summary of the IEP teams decisions regarding this students.</p>	<p>February 15, 2007</p>	<p>Students IEP Team And School Psychologist</p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month)</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle: 5- Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

[ARSD 24:05:27:01.03 Content of individualized education program \(IEP\)](#)

[Present level of academic achievement and functional performance and annual goals](#)

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance (PLAAFPs) are based upon the functional assessment information gathered during the comprehensive evaluation process.

The monitoring team found student files lacked the required content in the PLAAFPs (i.e. specific skill area(s) affected by the student's disability including transition, strengths and needs). File reviews indicated functional assessments are not completed to acquire the skill-based information needed to develop present levels of academic achievement and functional performance for students eligible for special education services. Skill-based information available in some functional assessment reports was not used in the PLAAFP and therefore did not link to the annual goals. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period. For example, "will complete reading comprehension activities..." and will apply strategies to retrieve, interpret and evaluate ideas/information that will enhance the agility to listen critically and respond appropriately to other social and academic situations..."

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP will contain all required content.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All PLAAFPs will consistently contain strength and needs in the skill areas affected by the disability that link to measurable annual goals.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? All staff providing special education services in the district will receive training on collecting skill based functional assessment information for the PLAAFPs that lead to measurable annual goals.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the name of the individual who provided the training, date of training and list of participants.</p>	<p>April 1, 2007</p>	<p>Special Education Staff & Administrators</p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month)</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve? The district will consistently include a student's strength and needs in the areas of disability in the PLAFP and develop measurable annual goals.</p> <p>What data will be given to SEP to verify this objective? The district will review all IEPs following an initial evaluation or reevaluation and report to SEP the total number of students files reviewed and the number that contained strength and needs in the PLAAFPs in the skill areas affected by the disability and measurable annual goals.</p>	<p>September 15, 2007</p>	<p>Special Education Director and Special Education Teacher</p>	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

A student's IEP must contain a statement of the student's special education and related services provided to the student. The student's IEP must also indicate the location of those services.

CFR 300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services

What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Through interview and a review of student records, the monitoring team concluded the district did not specifically state the various services to be provided or the specific services to be provided in the IEP. The IEPs simply stated "special education services" along with a total amount of time and location.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures IEPs contain all required content.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All IEPs will describe the specific special education and related services to be provided including the amount of time, frequency and location.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? District special education staff will receive in-service/training on how to address each service area appropriately.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the date, time and the recipients of the technical assistance.</p>	<p>April 1, 2007</p>	<p>District special education staff</p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month)</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve? 100% of the IEPs will describe the specific special education and related services to be provided including the amount of time, frequency and location.</p> <p>What data will be given to SEP to verify this objective? The district will review all IEP written during the 4 month reporting period and report the total number of IEPs reviewed and the number which contained specific special education and related services to be provided including the amount of time, frequency and location.</p>	<p>April 1, 2007</p>	<p>District special education staff</p>	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

<p>Principle: 5 – Individual Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>34 CFR 300.320 Definition of individual education program.</u> Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and undated annually, thereafter, the IEP must include: (2) The transition services (including courses of study) needed to assist the child in reaching their goals.</p> <p>Through interview and a review of student record the course of study did not consistently align to the measurable post-secondary goals of the student. Specific classes and/or electives required by the student need to be specified within the course of study through the 12th grade.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures that IEP will contain the required content.</p>

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All IEPs for student of transition age will contain the specific classes and/or electives required by the student within the course of study through the 12th grade.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? All IEPs written for students of transition age will contain the specific classes and/or electives required by the student within the course of study through the 12th grade.</p> <p>What data will be given to SEP to verify this objective? The district special education staff and director will review all transition IEPs written during the progress reporting period and report to SEP the total number of IEPs reviewed and the number that met requirements.</p> <p>Or</p> <p>If there is not a student requiring transition planning a sample IEP will be developed by the special education teacher and submitted to SEP.</p>	September 15, 2007	District Special Education Staff	(completed by SEP)

Please explain the data (4 month)
Please explain the data (8 month)
Please explain the data (12 month)